



Whole School Curriculum Plan 2021-2022

Subject: Art

**Primary-aged groups**

- This document should be read in conjunction with the Primary Topic curriculum where this subject is taught in a cross-curricular approach.



Year 7

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Newts	7	<p>Knowledge, Skills and Understanding <b>Critical studies</b> The Fauves Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work.</p> <p><b>Making/investigating</b> Colour theory colour wheels, warm/cool, Complementary colours. Tints/shades</p>	<p>Knowledge, Skills and Understanding <b>Critical studies</b> Expressionist Picasso Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work</p> <p><b>Making/investigating</b> To draw/ paint mark-make from imagination to explore line and tone using a variety of tools, techniques and processes</p>	<p>Knowledge, Skills and Understanding <b>Critical studies</b> Carl Blossfeldt. Bernhard Epple Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work</p> <p><b>Making/investigating</b> Shading to create the illusion of a 3d form on a 2d surface. Draw from first hand (<i>grid method</i>)</p>	<p>Knowledge, Skills and Understanding <b>Critical studies</b> M.C Escher Matisse -collages Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work</p> <p><b>Making/investigating</b> Pattern systems. Collage concepts</p>	<p>Knowledge, Skills and Understanding <b>Critical studies</b> 19<sup>th</sup> century painting Op Art Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work</p> <p><b>Making/investigating</b> One-point perspective Two point perspective.</p>	<p>Knowledge, Skills and Understanding <b>Critical studies</b> Magritte Dali Compare, contrast and evaluate the work of ACD. Use art vocabulary to explain theirs and others work</p> <p><b>Making/investigating</b> Mixed media Different media</p>
		<p>Topic(s) <b>Formal elements</b> Main focus Colour</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>	<p>Topic(s) Self portraits <b>Formal elements</b> Main focus : line, tone, colour</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>	<p>Topic(s) Natural forms <b>Formal elements</b> Form, tone, line, texture</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>	<p>Topic(s) Tessellations and repeat pattern <b>Formal elements</b> Shape and pattern</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>	<p>Topic(s) Perspective <b>Formal elements</b> Space (5 principles)</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>	<p>Topic(s) Surrealism <b>Formal elements</b> All the formal elements</p> <p>Pupils will consider how the elements can be combined and organised for different/specific purposes.</p>
Shrews	7	Knowledge, Skills and Understanding	Knowledge, Skills and Understanding	Knowledge, Skills and Understanding	Knowledge, Skills and Understanding	Knowledge, Skills and Understanding	Knowledge, Skills and Understanding
		Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)



Year 8

		Autumn Term 2021		Spring Term 2022		Summer Term 2022							
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6						
Voies	8	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>-Move ideas forward, commenting in a detailed way and reflecting on influences.</li> <li>-Develop ideas from others into their own work and start to create their own ideas, alongside others.</li> <li>-Use a range of lines and marks to create feel and mood.</li> <li>-Develop more realistic drawing skills and rely on perspective, depth and movement to create more complex effects.</li> <li>- Develop work with a firm understanding of colour, the influence of other artists and colour palettes.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>-Plan confidently and have a firm understanding of composition, perspective and layout.</li> <li>- Develop work with a firm understanding of colour, the influence of other artists and colour palettes.</li> <li>- Use a mixture of watercolours, acrylic, oil pastels and multimedia to create a visually exciting piece.</li> <li>- Develop a more complex understanding of colours and understand their relation to each other, using complimentary colours.</li> <li>-Understand tone and hue and their relevance. Understand how to use this to create depth and texture. Develop texture in more complex ways, using spatulas and other equipment.</li> <li>- Gain inspiration from others to create their own style and develop this forward in their own way.</li> <li>-Mix textures, surfaces, media, papers and techniques. In a creative and innovative way.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>- Develop work with a firm understanding of colour, the influence of other artists and colour palettes.</li> <li>- Use a mixture of watercolours, acrylic, oil pastels and multimedia to create a visually exciting piece.</li> <li>-Understand tone and hue and their relevance. Understand how to use this to create depth and texture.</li> <li>-Develop texture in more complex ways, using spatulas and other equipment.</li> <li>-Develop ideas from others into their own work and start to create their own ideas, alongside others.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>-Develop ideas from others into their own work and start to create their own ideas, alongside others.</li> <li>-Mix textures, surfaces, media, papers and techniques. In a creative and innovative way.</li> <li>-Develop a greater awareness of light and dark and how this affects depth. Rely less on line and fill in the blank areas using tone.</li> <li>-Understand a greater range of marks used to create affects, shadows and reflection.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>-Develop more complex forms and mix realism with abstract forms. Start to develop more complex and professional sculpting skills.</li> <li>- Use sculpting tools in a controlled and professional manner. Use these in a sensitive way selecting appropriate textures and use of techniques.</li> <li>- Develop a greater sense of realism through largely tactile properties. Start developing realism through selection of textures.</li> <li>- Use more complex sculpting techniques such as mod-rock, plaster and build structures based around structures and moulds. Create structure and reinforce sculptures.</li> <li>-Develop ideas from others into their own work and start to create their own ideas, alongside others.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Knowledge, Skills and Understanding</p> <ul style="list-style-type: none"> <li>- Develop work with a firm understanding of colour, the influence of other artists and colour palettes.</li> <li>- Use a mixture of watercolours, acrylic, oil pastels and multimedia to create a visually exciting piece.</li> <li>-Understand tone and hue and their relevance. Understand how to use this to create depth and texture. Develop texture in more complex ways, using spatulas and other equipment.</li> <li>-Develop ideas from others into their own work and start to create their own ideas, alongside others.</li> <li>-Mix textures, surfaces, media, papers and techniques. In a creative and innovative way.</li> <li>-Use templates, cut outs, lino and ink to create more complex prints.</li> <li>-use materials in a controlled way and include some of the formal elements of art: line, form, pattern, tone, colour, space and shape.</li> </ul>	<p>Topic(s)</p> <p>Famous Artists Banksy (Politically motivated art) Street Art Steven Brown Henri Rousseau Seurat and Pointillism</p>	<p>Topic(s)</p> <p>Weather and Seasons Landscape Art -painting and mixed media Look at Monet -haystacks and Autumn poplars/winter scenes Look at Constable -cloud -scapes Colour mixing -create dark/light shades, re-cap on warm/cold colours</p>	<p>Topic(s)</p> <p>Heroes and Villains: Exploring the concept of 'heroes and villains' in art, including computer game characters</p>	<p>Topic(s)</p> <p>Composition and Positive/Negative Shape A design based project looking at lettering, shape and scale. Artists covered will be Schwitters, Hare, Bass and Pop Art</p>	<p>Topic(s)</p> <p>Human Figure Pupils will investigate artists such as Gormley, Lowry, Giacometti and Henry Moore to discover how these people saw and interpreted human beings in their art work. Using wire, modroc and tissue paper the students will create a sculpture</p>	<p>Topic(s)</p> <p>Landscape/Cityscape Facades of buildings from old to modern and the land on which they stand. Completing the 3 universal subjects of art. (Still Life, Figure and Landscape). Atmospheric, patterned, structural. Development into block printing and monoprinting. Artists – Piper and Neiland.</p>



**Year 8 (Continued)**

<b>Hedgehogs</b>	<b>8</b>	<p>Knowledge, Skills and Understanding Seeing, drawing, and understanding form. Artistic and Aesthetic Skills Use of different tools and media</p>	<p>Knowledge, Skills and Understanding Visual and spatial awareness. Commercial awareness. Problem-solving skills Knowledge of industrial processes</p>	<p>Knowledge, Skills and Understanding Artistic and Aesthetic Skills Reasoning, creative, imaginative, and Problem-solving skills</p>	<p>Knowledge, Skills and Understanding Visual Critical awareness. Communication. Analytical skills.</p>	<p>Knowledge, Skills and Understanding Visual and spatial awareness. Commercial awareness. Knowledge of industrial processes</p>	<p>Knowledge, Skills and Understanding Focus. Non verbal communication. Dedication. Perseverance.</p>
		<p><b>Anime Basic skills</b> Presentation. Printing, drawing and painting techniques. Observational drawing.</p>	<p><b>Product Design. Snowboard Graphics.</b> Logo design. Transferring 2D to 3D design. Use of scale. Painting, printing.</p>	<p><b>Portraits/Profiles</b> Observational drawing. Mixed media experiments. Collage. Texture.</p>	<p><b>Art through time.</b> Mixed media. Presentation. Painting, drawing and printing techniques.</p>	<p><b>Me, Myself and I.</b> Logo design. T Shirt design. Various media and techniques. Heat transfer T-Shirt Printing.</p>	<p><b>Landscapes.</b> Scale Painting techniques. Surrealism. Realism. Abstract</p>



Year 9

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Stoats</b>	9	Knowledge, Skills and Understanding  Seeing, drawing, and understanding form. Artistic and Aesthetic Skills Different tools and media	Knowledge, Skills and Understanding  Visual and spatial awareness. Commercial awareness. Knowledge of industrial processes Problem-solving skills	Knowledge, Skills and Understanding  Organisation and presentation. Knowledge of artists. Techniques and processes.	Knowledge, Skills and Understanding  Visual and spatial awareness. Commercial awareness. Knowledge of industrial processes	Knowledge, Skills and Understanding  Creativity. Problem solving. Focus. Organisation and presentation. Knowledge of artists. Techniques and processes.	Knowledge, Skills and Understanding  Creativity. Problem solving. Focus. Organisation and presentation. Knowledge of artists. Techniques and processes.
		Basic skills Presentation. Printing, drawing and painting techniques. Observational drawing.	Product Design. Snowboard Graphics. Logo design. Transferring 2D to 3D design. Use of scale. Painting, printing.	Artist links/ Street Art. Artist research Presentation of work. Use of different media and techniques.	Me, Myself and I. Logo design. T Shirt design. Various media and techniques. Heat transfer T-Shirt Printing.	<b>GCSE Assessment Project.</b> Choice of stimuli. Range of techniques and media experiments.	<b>GCSE Assessment Project.</b> Choice of stimuli. Range of techniques and media experiments.
<b>Otters</b>	9	Knowledge, Skills and Understanding  Seeing, drawing, and understanding form. Artistic and Aesthetic Skills Use of different tools and media	Knowledge, Skills and Understanding  Visual and spatial awareness. Commercial awareness. Knowledge of industrial processes	Knowledge, Skills and Understanding  Organisation and presentation. Knowledge of artists. Techniques and processes.	Knowledge, Skills and Understanding  Visual and spatial awareness. Commercial awareness. Knowledge of industrial processes	Knowledge, Skills and Understanding  Creativity. Problem solving. Focus. Organisation and presentation. Knowledge of artists. Techniques and processes.	Knowledge, Skills and Understanding  Creativity. Problem solving. Focus. Organisation and presentation. Knowledge of artists. Techniques and processes.
		Basic skills Presentation. Printing, drawing and painting techniques. Observational drawing.	Product Design. Snowboard Graphics. Logo design. Transferring 2D to 3D design. Use of scale. Painting, printing.	<b>Artist links/ Street Art.</b> Artist research Presentation of work. Use of different media and techniques.	Me, Myself and I. Logo design. T Shirt design. Various media and techniques. Heat transfer T-Shirt Printing.	<b>GCSE Assessment Project.</b> Choice of stimuli. Range of techniques and media experiments.	<b>GCSE Assessment Project.</b> Choice of stimuli. Range of techniques and media experiments.



Year 10

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Badgers</b>	10	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.
		<b>OCR GCSE Art and Design Portfolio. Project 1.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO4. Present final outcome.	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)
<b>Foxes</b>	10	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.
		<b>OCR GCSE Art and Design Portfolio. Project 1.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio.</b> AO4. Present final outcome.	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)



**Year 11**

		Autumn Term 2021		Spring Term 2022		Summer Term 2022	
	Year group in class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Boars</b>	11	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication. Time management.	
		<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO4. Present final outcome.	<b>OCR GCSE Set Task.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Set Task.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Exam. 10 hours.</b> <b>AO4. Present final outcome.</b>	
<b>Deer</b>	11	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Artistic and Aesthetic Skills Different tools and media. Non-verbal communication. Receiving constructive feedback. Problem solving. Confidence.	Knowledge, Skills and Understanding  Visual awareness. Focus. Self-expression and creativity. Perseverance. Confidence. Dedication. Time management.	
		<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Portfolio. Project 2.</b> AO4. Present final outcome.	<b>OCR GCSE Set Task.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Set Task.</b> AO1. Develop Ideas (artists research) AO2. Refine Ideas (media) AO3. Record Ideas (drawing ,painting, photography..)	<b>OCR GCSE Art and Design Exam. 10 hours.</b> <b>AO4. Present final outcome.</b>	